

Checklist #6: Moving Forward: Following up the Award of an Implementation/Continuation Grant



Well, you did it! You've been awarded an ICE grant to launch or expand your inclusive postsecondary education initiative. Congratulations!

With months to plan, now it's time to get your ICE partnership off the ground. Here's a checklist of activities that will help that happen:

Communicate the good news.

- Inform the grants office that you have received an implementation grant, and confirm who else at the university should be made aware of this award.
 - Send word to all partners that the grant was awarded and that activities identified in the planning grant need to be reviewed and prioritized soon.
 - Ask your school partners to spread the word about the grant to the district superintendent's office, their school principal, and their school's special education staff.
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Convene a partnership meeting.

- Call a partnership meeting as soon as possible. At that meeting, in addition to reviewing next steps, plan a schedule of monthly meetings for the year.
- Consider how many students the partnership can support for the upcoming semester or year. New partnerships often start small, with approximately six students. With this smaller number, the partners have a chance to pilot out their new policies and practices, and make adjustments as they work to individualize support for each student.
- Review the **Timeline for Enrollment in the ICE Program** to prepare students for college. Both college and school partners should determine who will take the lead for each step.
- Disability services staff should review with school partners the steps students need to take to request accommodations.

- Prepare students and families for inclusive postsecondary education.
 - Review and implement a timeline for preparing students for college. The school liaison may find useful the **ICE Program Criteria Checklist** to select students who have expressed an interest in going to college and meet the program criteria.
 - Meet with students, families, and education team members to discuss the new partnership. Review the resources called **Differences Between High School and College**, and **Working with Educational Coaches**.
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Arrange person-centered planning, accommodations, and academic advising.

- Invite students who meet the criteria for ICE to participate in person-centered planning. Frequently these meetings are co-facilitated by the college and school liaison. The college liaison may bring a college catalog to the meeting and use the opportunity to make suggestions for courses that align with career interests the student has identified earlier in the meeting.
- Prepare students to request accommodations. Review with students how academic support differs in college from how they received it in high school. Instruct the student to make an appointment with the college's disability services office to request accommodations.
- Assist the student to gather all the documentation that is requested for that meeting. Help them practice talking about their disability and accommodations that have been successful in the past.
- When the student receives their accommodations packet, help them arrange to meet with their course instructor before the semester begins to talk about their accommodations. This is also a good time to talk about the role of educational coaches, if the student will be supported by one.

Advising

- Give them the **ICE Advising Guide** before their academic advising meeting. This will prepare them for the questions they'll be asked, and help them to request courses that they would like to enroll in. Give the student's academic advisor the "Checklist for New Student Advising."

Participate in orientation

- Confirm when the college is offering all new students an orientation, and plan to include ICE students. Learning ahead of time what the schedule is will give partners time to plan for any accommodations, as well as work with the orientation organizers. The goal is to use universally designed strategies to successfully orient all students to the campus.

Establish student–ed coach partnerships

- Connect each student with an educational coach. This can be a great support for students in learning to be as independent as possible on campus. Two tools that can help establish this working relationship are [“Coaches and Mentors: Helping College Students Thrive”](#) and the Think College brief, **“Students and Educational Coaches: Developing a Support Plan for College”**.

Plan for transportation and scheduling

- Teach students to use public transportation to get from home to college, and also to their job. This is not only an important postsecondary goal, but also an important step towards independent living.
- Have coaches and mentors assist students to get around campus on their own. You can use a paper map or a smartphone version--whatever works best for the student.
- Sit with each student and look at the college's academic calendar. This will allow you to prepare for transportation or travel support a student needs to attend their classes. Pay special attention to school vacations and how those may affect the student.